

# **ECTS and the National Academic Credit System**

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## Education and Training Strategy:

### “Youth on the Move”

- Improve the quality and relevance of courses

### “Agenda for New Skills and Jobs”

- Improve the identification of training needs
- Increase the labour market relevance of education and training

ECTS is a tool to help development

ECTS adds “Transparency” (accountability)

- Transparent to students (what I’m getting, what is expected of me?)
- Transparent to universities (how advanced is this student?)
- Transparent to employers (what can this applicant do?)
- Transparent to government (what added value – does this advance the nation?)

# ECTS



Not just 60 credits!

Information Package

Learning Agreement

Transcript of Records

Now evolved (not really changed)

Course Handbooks/Prospectus

Choose curriculum and agree

Diploma Supplement

# Student-Centred Credits



Particularly in estimating student workload

Total student working hours (25-30 h per credit)

But a 40-hour week can be misinterpreted

Certainly not just 9 to 5!!

Need for feedback to staff on credit allocation

Equal credits need equal work?

# Employment



Maintain contact with University after degree

Where do students go after university?

Data are urgently needed

How many are using subject-specific skills?

Alumni make student input with job experience

These inputs are essential to programme design

# Employment



Academics often spend most discussion time on knowledge competences – course content

Content requirements change after graduation (e.g. NMR in Chemistry/Medicine, all of IT)

So the content itself may well be less important than the competence to develop knowledge skills independently

# Employment



Common trends – generic competences

Remember benefit from outside the course

- University-based clubs, sports, politics .....
- Peer group based activity
- Civic activity and local cultural activity/job

Universities should provide opportunities

in addition to inclusion in programme design